**Curriculum Audit**

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| **School** | **Completed By** | **Date** |
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| **Intent** | **5** | **4** | **3** | **2** | **1** |
| **This aspect of the curriculum is central to the school’s work. It is embedded practice and may be exceptional.** | **This aspect of curriculum is embedded with minor points for development. Leaders are taking action to make these developments.** | **Coverage is sufficient but there are some weaknesses which leaders have identified but are not yet developing.** | **There are major weaknesses in either leadership, coverage or progression.** | **This is absent from the curriculum design.** |
| **There is a clear and coherent rationale for the curriculum design** |  |  |  |  |  |
| **Rationale and aims of the curriculum design are shared across the school and fully understood by all** |  |  |  |  |  |
| **Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts** |  |  |  |  |  |

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| **Curriculum coverage allows all pupils to access the content and make progress through the curriculum** |  |  |  |  |  |
| **The curriculum is at least as ambitious as the standards set by the National Curriculum / external qualifications** |  |  |  |  |  |
| **Curriculum principles include the requirements of centrally prescribed aims** |  |  |  |  |  |
| **Reading is prioritised to allow pupils to access the full curriculum offer** |  |  |  |  |  |
| **Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum** |  |  |  |  |  |

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| **Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery** |  |  |  |  |  |
| **Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum** |  |  |  |  |  |
| **Leaders at all levels, including governors, regularly review and quality assure the subject to ensure it is implemented sufficiently well** |  |  |  |  |  |
| **Leaders ensure ongoing professional development/training is available for staff to ensure curriculum requirements can be met** |  |  |  |  |  |
| **Leaders enable curriculum expertise to develop across the school** |  |  |  |  |  |

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| **Curriculum resources selected, including textbooks, serve the school’s curricular intentions and the course of study and enable effective curriculum implementation** |  |  |  |  |  |
| **The way the curriculum is planned meets pupils’ learning needs** |  |  |  |  |  |
| **Curriculum delivery is equitable for all groups and appropriate** |  |  |  |  |  |
| **Leaders ensure interventions are appropriately delivered to enhance pupils’ capacity to access the full curriculum** |  |  |  |  |  |
| **The curriculum has sufficient depth and coverage of knowledge in the subjects** |  |  |  |  |  |

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| **There is a model of curriculum progression for every subject** |  |  |  |  |  |
| **Curriculum mapping ensures sufficient coverage across the subject over time** |  |  |  |  |  |
| **Assessment is designed thoughtfully to shape future learning. Assessment is not excessive or onerous** |  |  |  |  |  |
| **Assessments are reliable. Teachers’ ensure systems to check reliability of assessments in subjects are fully understood by staff** |  |  |  |  |  |
| **There is no mismatch between the planned and the delivered curriculum** |  |  |  |  |  |

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| **The curriculum is successfully implemented to ensure pupils’ progression in knowledge - pupils successfully ‘learn the curriculum’** |  |  |  |  |  |
| **The curriculum provides parity for all groups of pupils** |  |  |  |  |  |

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| **Things to celebrate** | **Next Steps** |
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